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ABSTRACT

This paper focuses on innovative organizations within 9 higher education institutions that were designed specifically to respond to endemic social needs such as poverty, crime, widespread ill health, racial conflict and the maladministration of justice. The institutions discussed are: The College of Human Resources and Education (West Virginia), The Lila Acheson Wallace School of Community Service & Public Affairs (Oregon), The College of Environmental Design (California, Berkeley), The College of Human Development (Pennsylvania State), The College of Human Ecology (Cornell), The Transportation Center (Northwestern), The Institute for Human Services (Boston College), The Collegiate System (New York State, Buffalo), The Division of General & Interdisciplinary Studies at the University of Washington. There is a general description of the findings and an analysis of organizational programs within 64 institutions that were applicable to the study. The author concludes that the interdepartmental institute or center represents the most common form that such programs take and highlights the need for intrauniversity research in this area. Appendices list universities and colleges polled who had applicable programs, the specific programs considered by the study, and the letter used to solicit information about these programs. (VM)

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STRUCTURAL INNOVATIONS
IN HIGHER EDUCATION
TO MEET SOCIAL NEEDS

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AA 000 641

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Despite the widespread assertion that universities are among the institutions most resistant to structural change, many universities are reorganizing themselves to deal with the serious and urgent problems resulting from major dysfunctions of the social system. University programs have always been designed to meet certain social needs, such as the need for more scientists in particular areas, for improved foreign language instruction, for more and better business administrators, etc.; but the concern here is for broader, endemic social issues--unemployment, poverty, crime, chronic and widespread ill health, racial alienation and conflict, maladministration of justice, and so on.

In its consideration of the extent and nature of structural changes in response to these needs, this paper will examine the development of elements within existing universities. Innovative new institutions and two-year colleges will be omitted. It was decided to concentrate on those organizational innovations that promise to be enduring--schools, colleges, institutes, centers, and other units benefitting from a large measure of continuing support from the parent university--in contrast to projects or programs supported mainly by grants or contracts and therefore more ephemeral.¹ Of most significance was evidence of major commitments to organizations that were new in form and purpose, and endowed with such signs of permanence as full-time and tenured faculty, credit- and degree-granting curricula, or inclusion in long-range plans for "hard money" support. Also of interest were new examples of the familiar interdepartmental institute, which is typically composed of a number of people having appointments in established departments and colleges of a university, but holding part-time positions in an institute for the purposes of conducting research and occasionally instruction. Because of the comprehensiveness of information on urban study centers gathered by The Urban Institute (University Urban Research Centers, 1969), urban institutes were not intensively surveyed. Several, however, were included in this study for comparison with other organizations. Entities such as "experimental colleges," ethnic studies programs, work-study programs, and free universities seem to lack signs of permanent institutional commitment and relative organizational autonomy, so were also omitted from consideration.

PROCEDURES

One of the earliest discoveries in the study was that there is no known universe of "innovative organizations in colleges and universities" to study, whether systematically or anecdotally. The case histories (for example, Carioti, 1967; The Behavioral and..., 1969; University Urban Research..., 1969) are small in number, and they are not recorded in such a way as to lend themselves to systematic analysis and comparison. The reference list, while not unrelated to the interest underlying this study, contains articles about what might be (e.g., Birenbaum, 1969; Brazziel, 1970; Dacso, 1968; Kerr, 1968), or which addresses general issues relating to the social responsibility of universities (e.g., Barnes and Splete, 1969; Kerr, 1968; Niebuhr, 1967; The Behavioral and..., 1969). Because the articles do not directly address the topic of this study, no analysis of this limited literature is presented.

Two steps were decided upon: to seek what a sample of top university administrators thought were "innovative organizations" in their institutions, and then to ask the leaders of such organizations to respond via correspondence---not a simple questionnaire---to a set of topics and issues which could then be analyzed, compared, and summarized.

¹Barnes and Splete (1969) list over 135 socially relevant projects being administered by Syracuse University.

A full coverage of this population of the more than 2,000 four-year colleges and universities in the country was clearly beyond the scope of this exploratory study. It was decided early to look at the land grant universities and others seen on consensus as "major universities," on the grounds that these would most likely be: (1) closely associated with social problems; (2) have the resources with which to innovate; and (3) have the staff ingenuity and constituency pressure to support innovation. A random sample was drawn consisting of one-third of the member institutions in the National Association of State Universities and Land Grant Colleges. The 38 universities so drawn are listed in Appendix A. Because the NASULGC does not include all universities likely to be effective innovators, the basic list was supplemented by the addition of another 20 universities (also listed in Appendix A) generally conceded to be "major universities."

A short letter was addressed to the chief executive officer of each of these universities, explaining briefly the nature and objectives of the study, and inviting him to identify "innovative organizations within his institution. . .," with which to establish a correspondence about its program. The criteria for selection were left to the respondent, within the general statement given in the letter, which is shown as Appendix A-1.

Responses to this letter numbered 45. A few were terse and off-handed, but most seemed to take the request seriously. The number of "innovative organizations" suggested totaled 225. Responses naming several organizations were studied carefully with a view to selecting organizations that somehow looked new, unusual or interesting in relation to the goals of the study. Thus omitted were such suggestions as the Office of Continuing Education, or Agricultural Extension Service---not because these kinds of activities lack importance in meeting social needs, but simply because they didn't look like innovations. Sixty-four were selected to receive a further inquiry. Rather than using a questionnaire, a letter (reproduced in Appendix B) was sent inviting the head of each organization selected to respond to "as many of the following questions as you care to answer." Assurances of discreet handling of possibly sensitive material pertaining to intra-university problems were offered.

The essential information sought, and on which analyses appearing later in this paper are based, consisted of:

- the date when the unit was established,
- the main social problems that the unit addresses,
- what are considered to be the unit's main innovations,
- its sources of financial support,
- its approximate manpower in full-time faculty equivalents,
- the distribution of work among research, resident education, and continuing education-public service,
- its major ways of helping to solve social problems,
- intra-university problems encountered in getting into operation, how these problems were dealt with,
- difficulties, if any, in attracting faculty members,
- degrees offered, if any, and
- an invitation to give advice to others setting up similar units, such that they might avoid errors and problems

Returns from the 45 organizations solicited are named in Appendix B. Some simply sent brochures, while many wrote quite lengthy and thoughtful letters, carefully discussing the 12 topics posed in the solicitation. Several respondents

reported that they found the task interesting and thought-provoking and welcomed the opportunity to take part in what seemed like an interesting study. On the other hand, one respondent said that he had too little time left over from trying to cope with problems in his conservative university to do much more than say just that.

Against this background of how the basic information was collected, some caveats are in order: the proportion of American universities drawn into the study is small; the sampling of universities was not random--except for the NASULGC group; the sampling of organizations within the universities is even less perfect; the basic information comes from letters and brochures rather than from deeply probing interviews. Therefore, firm generalizations are not sustainable. Nonetheless, we have here a sizeable body of data that can be subjected to a systematic analysis from which some conclusions about that body of data can be stated. The sophisticate of academe can make his own judgments about how the information applies to his own institution and others with which he feels a confident acquaintance.

GENERAL DESCRIPTION OF FINDINGS

It was something of a surprise to note that of the 45 responses only 7 candidate organizations showed a strong presence of factors connoting autonomy and university commitment--a very high proportion of full-time, permanent faculty, independent management of curriculum, the granting of degrees. These are: The College of Human Resources and Education (West Virginia), The School of Community Service and Public Affairs (Oregon), The College of Human Ecology (Cornell), The College of Environmental Design (Berkeley), The Institute for Human Services (Boston College), The Transportation Center (Northwestern), and The College of Human Development (Penn State). An eighth organization showing signs of permanence and university commitment but which does not grant degrees is the Collegiate System of the State University of New York at Buffalo. Also there is an intra-college catalytic experiment under way at the University of Washington, the Division of General and Interdisciplinary Studies, which deserves attention. Each of these will be described more fully later in the paper.

The other organizational forms represented can be described in four categories:

1. Interdepartmental centers or institutes with part-time faculty from other departments, and administered and shepherded by a small number of full-time members. This is the now familiar, almost classical, form that has sprouted so richly since the end of the Second World War.
2. Centers or institutes that are operated intra-departmentally with objectives and functions deriving from the nature of the discipline. The Community Psychology Institute within the Department of Psychology at Cincinnati is an example. Typically, these organizations live on "soft money" and are headed by a small number of permanent faculty members temporarily paid by contract or grant resources. Like the typical interdepartmental institute, they do not grant degrees, though students supported by their programs typically obtain degrees through departments associated with them.

3. Planning or coordinating committees, established to serve as catalysts for faculty members in departments having resources that might be brought to bear on the problems within the focus of the committee. The Council for Environmental Studies at Northwestern University, for example, consists of eight people-faculty members and students-who are assigned to work with various elements of the University to promote action on problems of the environment by developing new curriculum elements, research projects, and public service advisory and consultative activities.
4. Information and referral offices the least "institutionalized" form that appeared in this study, established with limited manpower to make university resources known and available to industries, service agencies, governmental elements, etc. Income from fees later earned by the cooperating department go in part to support the referral office. Maine's Department of Industrial Cooperation is a clear example of such an organization having referral as its prime function; other organizations in the sample carry on this sort of activity along with others. The Student-Community Relations Office at Michigan may be a variant of this form in that it serves as ombudsman for students between the university and town, assists in off-campus housing problems, and organizes student self-help activities.

In general, the organizations described in the sample are rather young. Thirty-five were established after 1960, 27 after 1965, and four in 1970. Only three were founded before 1946. What this might mean in terms of trends in establishment of new problem-oriented elements in universities can only be guessed at. The bias in the initial letter to the head of the university was probably toward "new" as well as "innovative organizations." It may be, of course, that on some campuses newness is also an innovation in organization, as two respondents indicated.

ANALYSIS OF ORGANIZATIONAL FUNCTIONS

The next several paragraphs will summarize the information according to the several questions that were posed. Because the organizations in the sample are preponderantly in the form of the interdepartmental institute or center, the information will reflect the experiences related to that form. There is no reason to believe that experiences with the self-contained degree-granting form are either similar or materially different because of the small number of such units that turned up. However, after summarizing the eight relatively self-contained units in the section following this one, some interpretations of the total range of information will be offered.

Analysis of responses to the second question concerning the main social problems addressed produced a list of 26 distinguishable problems or problem areas. The open-ended nature of the question did not produce answers lending themselves to elegance of statistical treatment. Nonetheless, some patterns are evident. Clearly, the units concern themselves with real social issues: family life, nutrition, population growth, regional and city planning, health, transportation, rural development, poverty, race relations, natural resources, and pollution are topics representing the range of interest shown. The list may be simplified by grouping the entries into five more general sets:

1. Poverty. Of the more than 80 listed social problems, the largest number fit into this class. The related topics included not only such subjects as "poverty and related problems" but "urban problems in general," "unemployment," and "strengthening community organization for self improvement."
2. The second most heavily emphasized problem area can be summarized as "improving social institutions and services." Six organizations specifically emphasized education as a problem area, five were concerned with crime and the administration of justice, four with problems of local government. Health services administration, nutrition, and other health problems were also mentioned.
3. "Improved articulation of social systems" summarizes another group of entries, coming separately under such headings as regional and city planning, rural development, improving the physical environment, strengthening community organization, and general urban problems.
4. Coping with "pervasive pathologies and sources of risks to security" is a heading summarizing several entries and parts of others. This group is represented by such issues as pollution, violence and conflict, family life, population growth, individual social development, and race relations.
5. Then, of course, there is a miscellany of activities difficult to classify, either because of prolixity of statement or breadth of program-e.g., general human resources development; relations of science, society and technology; meeting technical assistance needs; and natural resources utilization.

The third question sought information on what the heads of the units believed were their major new features. This produced responses from 39 organizations-some heads replied by sending brochure materials that didn't cover all of the questions specifically. The three most frequently claimed innovations fall into the following categories.

1. Integration of efforts across many departments for functions of resident instruction, research, or continuing education (not all three functions were always mentioned).
2. Focus on applied research at the graduate level with off-campus community involvement.
3. Direct involvement with issues related to research.

Other innovations included extensive use of para-professionals in research projects and teaching; use of community participants, especially minority members, in leadership roles for projects; development of statewide responsibility for adult education in the field; development of courses for mid-career upgrading of professionals; creation of an interdisciplinary and multidisciplinary center with the cooperation of a school traditionally avoiding such ventures (in this case a medical school); development and teaching of a core curriculum, later to be variously copied in the area; uses of interdepartmental overview panels to coordinate instruction and research related to particular problem areas; development of interdisciplinary courses; providing a buffer between the University and the community while working to bring the University into a closer helping relationship with community agencies.

These kinds of activities may or may not strike the reader as innovative or novel depending on his own current setting. To some who think of themselves as veterans in the business of being interdisciplinary or of conducting applied social research, many may seem "old hat." To others, and clearly to many of the respondents in the survey, the actions are distinctly new in their settings; and, as will be seen later, their novelty is often validated by the defensive responses of many previously established parts of the parent institution.

One set of innovations often ascribed to the small group of autonomous units can be summarized in a programmatic statement such as:

working closely with community agencies to develop research, demonstration, and instructional programs that simultaneously use skills and people from many disciplinary backgrounds and which from the inception of projects have the intention to translate new or existing knowledge into continued utility by the agency concerned.

The units named earlier generally share this orientation which sees the process of knowledge development and utilization as a complex process requiring a continuing participating partnership among all interested parties. Just why this should be more evident among the autonomous units cannot be said conclusively, but it seems likely that the commitment of the leadership of the units to developing this kind of orientation to social problems and the effect of that commitment on recruitment of like-minded people from a variety of disciplines would play a major role.

Another innovation mentioned by most of the autonomous units was the development at the BA level of professional curricula traditionally restricted to graduate schools-for example, a program in health planning and administration is offered at Penn State, and Oregon offers a program emphasizing careers in public administration and in social agencies. The program administered by the interdepartmental Center for Urban Studies at Northwestern also includes an undergraduate major in urban affairs from which graduates may go directly into professional roles. These undergraduate majors are probably too new to evaluate fully, but clearly deserve attention and support.

The ways in which the several programs go about coping with the problems in their areas of concern show a considerable variety, though the responses seem to show some bias as a result of the form of the question (no. 7 in the list). About 16 distinguishable statements of methods were recorded from a pool of over 60 contributed.

It is perhaps not surprising that in these problem oriented units the most frequently mentioned mode of attacking special problems is through efforts to improve the capability of people already working on those problems or of people who can help them. Thus, continuing education looms large-most commonly in the form of short courses and workshops for already employed adults on all levels or for community leaders.

Conceptually related, though administratively different, is another frequently mentioned mode: short-term consulting and advising with professionals, such as social workers, teachers, agency administrators, in day-to-day operating situations.

Third in frequency of mention was the development through their own offerings of professional problem solvers: degree holders prepared for careers of public service.

The publication of research reports, mentioned by 15 units, was fourth in frequency; two units publish their own journals which have national circulation. A few units said that research publication was the only mode of dealing with problems but most that mentioned this said also that they were involved in some form of continuing education or resident instruction. Three replies stressed the importance of preparing reports of their research which could reach potential users outside the research community.

Now having reviewed the great spate of activity shown by these organizations, one may wonder what kinds of problems have arisen, and how they have been handled. The eighth and ninth questions in the correspondence dealt with these matters. The information contributed on these issues may be influenced by a certain reluctance to record in correspondence various internecine struggles and is probably less rich than could have been derived through an extended interview. It is interesting nonetheless, and shows much candor.

Because of the need to understand problems connected with organizational innovation within an established university structure, the summary of responses will be rather full, with only the most frequently mentioned problems collapsed into general categories.

It should come as no surprise to find that territoriality in its various manifestations is by far the most frequently mentioned problem by heads of the units. Eleven out of 32 problems named dealt with territoriality in various degrees of subtlety and detail. One respondent simply said "establishment status quo;" another said that "...territorial concerns has been the one overriding university problem that I have encountered....;" and another reported that his unit

encountered a storm of opposition from several existing departments who felt that if an interdepartmental unit were to be established it should deal with problems in their area which they considered to be of greater scientific importance than the study of (this unit's focus). There was jealousy over appointive power and fear that this unit would drain funds that might have become available to departmental programs.

A clear, candid, and probably classic statement. It appears that while most people favor motherhood, not all of them want their unmarried daughters to participate; nor do all who favor progress toward solving admittedly pressing social problems want that progress to be made at cost to themselves.

How to cope with territorial concerns? The respondents again recounted a variety of ways, several being used in each instance. Some had resorted to what were apparently previously existing agreements with the top administration, i.e., assert the unit's dominion by administrative fiat; some used what was described as "friendly politicking in the senate" with some success, including informal negotiation with competing interests; one respondent resorted to "manipulation and exploitation of other competing forces;" while another chose to ignore the whole thing and just go about his business. None of these responses will come as news to an experienced academic, and there appears to be in these data no clear innovation about how to cope

with territorially defensive reactions. As will be shown later, we probably have here another instance in which prophylaxis is far superior to treatment.

The second most frequently named problem, not surprisingly, is finance. The center of this problem seems to be institutional commitment of some degree to ensure continuity, and so release the unit from the constancy of the struggle to survive on a series of contracts and grants. Even though most of the money for these units comes from outside, it is essential in the eyes of the leaders of these innovative organizations to have more than moral support from the university's administration. No new inventions for producing money seem to have turned up in the correspondence. Responses include: "hoping that things will improve," efforts to get the university administration to make some kind of long-term commitment, developing improved intra-university public relations, restricting the scope of the program to use available resources more effectively, and going after grants and contracts from outside the institution.

Another class of intra-university problems mentioned with some frequency may have been related to territoriality, but not conclusively so. These problems related to isolation of the university and were expressed as "fear of involvement," "bureaucratic caution," and "separatism from the community." Apparently the leaders of these problem oriented units tend to see some traditional university ways as purist and remote from contemporary problems and thus serving as an obstacle to generating the kinds of cooperation or synergizing university resources that might be brought to bear on issues of concern to these leaders. Problems of this sort have been handled by holding open meetings and colloquia dealing with the unit's programs and goals, by individual politicking and persuasion, by working mainly with younger faculty members in other departments concerned, by circumvention of university procedures, and, no doubt, by other unrevealed ingenious methods.

Several other problems, though not named with high frequency, appear to deserve serious attention. One respondent calls attention to tensions resulting from dual allegiance of members of the staff--to the unit and to the parent department, which tends to make somewhat transitory a commitment to the unit's program. Another reports that his unit tends to hold a lowered status than it deserves in his particular university because of its applied orientation to service rather than to abstract scholarship. One unit encountered considerable difficulty from becoming too intimately involved in some of the social problems it was trying to study--a hazard long known to the "action research" devotee. In this case, the sympathies of the staff seem to have allowed the unit to become an operating base for one part of the community that was in serious conflict with another; this degree of involvement led the unit into conflicts which eventually fed back through the university's administration and had very distressing effects on the unit.

One mention was made of what might become a more frequent kind of problem--the inability of the interdepartmental unit (in this case), to offer its own courses of instruction and its own major.

Reports of the distribution of work among functions of resident instruction, research and continuing education comport well with the reports on ways of attacking social problems. A tally of forty-five returns that contained the information on this question produced the following:¹

¹ The total of the entries exceeds 45 because returns from some units made reference to sub-units within themselves.

Resident Instruction Only	1	Resident Instruction and Research	4
Research Only	10	Continuing Education and Research	7
Continuing Education Only	5	Continuing Education and Resident Instruction	1
All Three Functions	17	None	2

Looking at the returns from eight of the units that gave percentage estimates for all three functions, we see an average of 29% of effort going into each of the research and resident instruction functions and 42% into continuing education.

The units in this study range from relative poverty and insecurity to comparative affluence and stability---from a reported one-fifth of a man-year supported 90% by business contributions to a full-time faculty of well over 100 supported on a budget exceeding \$2,000,000 of hard institutional money augmented by nearly half again as much external funding. Even this may not be the maximum, since not all units reported actual dollar and personnel figures.

A classification of funds by source-parent university's regular budget, outside grants, gifts or contracts, and fees for services rendered-and reports which were fairly specific and interpretable (N=30), indicate that an average of about 38% of funds come from the parent university, about 58% from grants and contracts, and 4% from fees. Of the 30 returns, four reported fee income, and fees provided the total budget for only one. Four reported that 100% of their budget came from the university; seven said that 100% of their monies came from grants and contracts.

It is clear that there is a distinct dependence of many of these organizations on outside funds and an acceptance of the hazards which such dependence brings. Interestingly, however, there were few reports of anxiety over the possible disappearance of outside funds during the time of the data collection, the spring of 1970. True, some units reported very little money of any kind, but apparently the general angst associated with impending penury in many fields of research and graduate study had not yet struck these units with major force.

Manpower being closely associated with dollar levels, it is not surprising to find a considerable range of this commodity reported. Again, looking at the most interpretable numbers contained in reports from 27 units, the full-time faculty equivalent strength varied from one-fifth of one to 135, with an average of about 24. Additional part-time staff members were reported as high as 250--but this defies interpretation because of the unspecified fractions of time in such data. The largest units generally also appear to be the most stable, since these include five of the units identified as having the signs of university commitment.

On the whole, there seemed to be little problem in getting the active participation of faculty members in the enterprises we are discussing. Only eight respondents reported difficulties that were not due to shortage of money, and none of them was severe. Shortage of trained people in the interest field of one was cited, but this problem is not unique to units like those in this study. There were some signs of conservatism among faculty, however, with one respondent noting that many faculty people "want an academic home like an insecure child wants his blanket." Another cited what he saw as a fear of interdisciplinary activities, and a third said that

reluctance to participate showed up more in older faculty members. Possibly related to territorial concerns discussed earlier was a report of willingness of some related departments to permit faculty members to take part-time assignments in the institute.

On this score, the experience at Penn State's College of Human Development has been interesting. The organization of that college (see below) provides no clear traditional disciplinary base as an academic home or security blanket; each division requires faculty from a variety of backgrounds and none of the divisions carrying disciplinary referents in their names. Recruiting was undertaken with expectations of difficulty in getting people to break away from traditional departmental and disciplinary ties. These expectations were only partially realized; and even in what was then a tight personnel market, it was possible to draw academics of all ages from a wide variety of disciplines to the program. Apparently the attractiveness of a relatively permanent interdisciplinary organization was augmented by the extending familiarity with interdisciplinary institutes in the years since the Second World War.

The final question in the letter sought advice on what lessons were learned. The question was also a thinly veiled additional effort to provoke respondents to identify problems that might not have occurred to them earlier.

Nineteen respondents dealt with this question. Not surprisingly, the suggestions were closely related to the descriptions of intra-university problems that came earlier. Actions to preclude or to ward off defensive reactions from other elements of the university were strongly recommended: wide communication to all likely to have an interest, involvement of faculty participation in planning, and clear statements of the relevance of the unit's operations to its goals were stressed. One writer said that polarizations of attitude are very likely to develop on the prospect of a new organization, exemplified by such arguments as let's go slower, or faster; can't afford the staff, space, funds; competing with existing program; less than a university-level aim, too practical; if one isn't very careful "it may degenerate into a whole new round of grantsmanship and jockeying for position in the administrative hierarchy."

The experience of another respondent indicated the wisdom of drawing leaders from outside the parent institution in order to avoid a division of loyalties. Another respondent summarized his suggestions in this way:

One mistake we made was to initiate consideration of this unit by a large committee offering representation to all potentially interested groups. The universal question was, "What is in it for us?" not "What will this contribute to a major social problem and how can we help?" ...Traditional departmental provincialism is still an enormous obstacle to the much needed multi- and interdisciplinary approach to problems...

Financial recommendations were mostly concerned with ensuring a sufficient institutional commitment to provide for program development and later stability. Several cautioned against too heavy a reliance on outside funds or too rapid an expansion without a good hard money base. This is essential as one writer noted, to provide for equal job security among the staff members. A hard money base is important to provide leverage with which to obtain government grants and contracts, but it is a lever which works both ways and can speedily produce much anguish in times of financial duress.

A third set of suggestions emphasized establishment and maintenance of support from the top university administration--support via attitude and policy. Clear lines of authority and responsibility should be established early. University administrators should be kept informed of progress, and, to an extent properly related to the many other demands on the president's staff, kept involved in the development of the unit. This kind of involvement is thought to be especially significant when top-level arbitration of jurisdictional disputes is required. Said one correspondent: "There is such a thing as administrative leadership and administrative authority. Our unit as then proposed would not have survived without it." Related to comments on the need for administrative support were suggestions to work for independence of operations, including flexibility in budget management, maintain "enough autonomy to circumvent the status quo," and be sure not to allow "bureaucratic suggestions to block rather than challenge new developments."

One respondent summarizes the range of problem-born suggestions very well. After a cautionary note about ensuring a strong financial base, he adds that it is very important

to have very realistic expectations about what you can do. Administrative support is absolutely necessary, of course, and good relationships with the rest of the university are necessary. One aspect, more important than many recognize, is physical proximity of offices and natural places for interaction of staff; our facilities have not been good enough; there should be a lounge where staff and students would readily mingle and a library and information center for the use of all. I would have liked to have had a year for planning and early development of the program starting with a very small number of students and faculty. I think we moved a little bit fast and did not think through as much as we should have. The conceptualization and philosophy of the (unit) were partially set up; but I would have liked more attention to them. The recruiting and orienting of new faculty are extremely important--the many discussions of purposes, priorities and governance have taken much time but have also brought us together. Much attention needs to be paid to an educative, communicative climate for both students and staff. For interdisciplinary and problem oriented units such as ours, there is a constant threat of slipping back into traditional disciplines or fields of application. We are trying to avoid departmentalization and reduction to the traditional disciplines as much as possible. I think special effort has to be given to development of the core curriculum, to recruiting personnel who have the ability to interest themselves in problems and to work with each other rather than to feel a need to pursue their own disciplines. One disadvantage of the joint appointment is that you cannot get a great deal of time and commitment from people who have a small percentage devoted to the unit. I have come to a rough rule that (such appointments) should not be fifty-fifty. I still think joint appointments are an excellent idea but there should be core faculty to do the primary work and provide continuity....

THE SELF-CONTAINED AND DEGREE-GRANTING UNITS

Most of the foregoing summary, as noted earlier, was drawn from the experience of interdepartmental institutes and the like, since this form predominates in the information pool. Also represented were the experiences of a much smaller number of units which have responsibility for managing curricula, for granting degrees, for looking after the careers of the faculty and staff, for providing continuity in the long range planning activities of the parent university, or show other marks of institutional commitment. Indeed, of the units which have many of these characteristics, five have the status of colleges within the permanent structure of their universities, and one is an emerging system of colleges.

The next few pages will provide summary descriptions of these units and leave to the reader the initiative of seeking more detailed information directly from them. These summaries are based on brochure and catalog materials, on correspondence with the leaders of the units, on extended discussions with deans of two of them, and on my own experience in one of them. Later paragraphs will interpret and editorialize on these and earlier presented materials.

Interestingly, though not suprisingly, none of the units came into being de novo; all of them developed from some pre-existing organizational base within the university. Some have departed quite considerably from those bases, by adding new components or instituting marked reorganization of what was inherited. Others seem to have changed less radically from where they started.

The College of Human Resources and Education at the University of West Virginia

This college was established in 1965 following several years of planning on the part of faculty and administration. Its basic objective is to provide leadership and other human resources to a variety of educational and other human service institutions in the region. Its faculty of about 135 is organized into four divisions, and it awarded degrees to about 500 students in the spring of 1970. The Division of Clinical Studies is, at this writing, mostly concerned with the state's largest program in speech pathology and audiology, and a program in rehabilitation counseling; its faculty numbers about 30. The Division of Education, with a faculty of around 60, prepares teachers in all fields of elementary and secondary education. The Division of Family Resources provides a program for men and women interested in undergraduate professional preparation in home economics. The focus of the program, under a faculty of 19, is on human interaction and its consequences within the framework of the social institution of the family. Among career areas noted are family life education; family service occupations; nursery and early childhood education; the textile and fibre industry; food production, planning and service; design and use of dwellings and their furnishings; and high school teaching of home economics.

The Division of Social Work, with a faculty of about 22, provides an undergraduate curriculum designed to provide the student with a basic understanding of social welfare as a system of social institutions to meet human needs. Concentrating on undergraduate education, the Division does not afford direct entry into the guild of professional social workers, but supplies a significant sector of manpower to strengthen the field. The formation of a Human Resources Research Institute within the College has paved the way for a cross-disciplinary attack on problems of the region served by the University, including new teaching and educational hardware components to increase the effectiveness of internal and external teaching assignments.

The College derives about 60% of its support from state appropriations and the balance from external sources, public and private. Its faculty have joint appointments with the Medical School, College of Engineering, and the Departments of Psychology, Sociology, Agriculture, Music, and Physical Education. About 60% of the effort in the College can be allocated to resident education, with the balance about equally divided between research and continuing education and public service.

The Lila Acheson Wallace School of Community Service and Public Affairs at the University of Oregon

This School, officially established in the 1967-68 academic year and dedicated in May 1969, graduated about 100 students in the spring of 1970. An important catalyst was a gift by Lila Acheson Wallace, an Oregon alumna, to be used to develop community service and public affairs programs. The School is guided by six main objectives.

1. To provide an opportunity for students to acquire the knowledge, skills, and attitudes to perform competently in community service and public affairs. In addition, the instructional program provides sound preparation for students wishing to enter relevant graduate study as well as for those who wish to participate actively in volunteer roles.
2. To plan and prepare new or alternative courses for mature women wishing to return to the University.
3. To develop awareness among students from other departments and schools of social problems, current public issues, and alternative strategies of administration, reform, and intervention.
4. To provide an opportunity through seminars, institutes, workshops, and conferences for an exchange of ideas with community leaders and practitioners.
5. To encourage and support research under the assumption that much more needs to be known about the nature and sources of community problems.
6. To translate into practical policy basic knowledge from the behavioral and social sciences.

The curriculum offers five undergraduate majors and participates in offering an intercollege master's degree in public affairs. The several undergraduate majors and their subordinate options are:

The general major in CSPA is designed for students who do not want to specialize in any of the particular areas of community service or public affairs. The program allows maximum flexibility and provides a coherent course of study.

The major in Community Service has the primary objective of preparing students to function at an appropriate level in any of the various settings that might be defined as community service occupations. Examples of such positions are:

counselor (probation officer) in a juvenile court, social work associate in a family service agency, social therapist in a mental hospital, counselor in a rehabilitation agency, caseworker in a public welfare agency, community action worker in an OEO agency, group supervisor in a detention home, or social planning aide in a community council.

The major in Public Affairs and Administration is designed to qualify students for administrative positions in government at all levels, in private or public community service organizations, in business and industry or in staff supporting positions in education institutions. It also provides preparation for graduate work in health, police, natural resources, personnel, and budget administration.

The International Development major encompasses parts of a broad liberal arts education and a series of professional courses preparing students for work in such organizations as the Peace Corps and development work abroad. Two options are offered: Latin American Affairs, and Community Development.

The major in Leisure and Cultural Service Administration recognizes the increases in leisure time that have come in recent years and the need to provide for creative outlets for people in all walks of life. It seeks to meet the need for professionally educated administrators and program leaders with liberal educations, administrative skills, and an understanding of the community's role in providing creative leisure time programs. Examples of employment resulting from this training include YMCA director, community center supervisor, college union manager, arts council staff assistant, and cultural arts coordinator in recreation agencies.

The School places much emphasis on field placements integrated with on-campus instruction within all majors and options. Any course may be taken on a pass/no-pass basis, up to a university maximum of 36 credit hours. Organizationally, the Wallace School consists of a general faculty and three specialized research and service centers.

1. The Bureau of Government Research and Service existed as a separate element for a good many years before becoming incorporated into the School. It conducts research, services and training related to problems of local and state government, and administers the federal program of urban planning assistance to Oregon agencies.
2. The E. C. Brown Center for Family Studies is concerned with family life education and emphasizes films and other instructional media.
3. The Center for Gerontology sponsors public seminars designed to help the general public, service professionals, and elder citizens to better understand problems and needs of the aged. Students participate in relevant research, planning, and service activities.

The College of Environmental Design at the University of California, Berkeley

This College combines a number of programs concerned with the design properties of the physical environment into a single management unit, formed in 1959 as an amalgamation of the previous College of Architecture and the Departments of City Planning and of Landscape. In addition to expanding the initial programs, a curriculum in design has been added, and an Institute of Urban and Regional Development.

According to the catalog, the College

promises a synthesis of the fields that deal with the functional and esthetic quality of man's surroundings with the fields that deal with the social and psychological meaning to him of these surroundings.

Asserting that its programs are among the most complex of the arts and professions taught at the University, they draw

upon research in technology, decision theory, and human behavior and perception as the bases for their educational advancement....in aiding the environmental design fields to deal with the whole fabric of the metropolitan region and its new scale.

The Department of Architecture offers a four-year BA, a Master of Architecture, and a PhD in Architecture. A joint arrangement with the Department of City and Regional Planning makes possible the granting of two Master's degrees concurrently. The Department of Design is evolving a program that will emphasize design theory, industrial design, and the graphic media of communication, including photography. Based on the assumption that design represents the creation of order in the environment, the curriculum illustrates uses of ceramics, textiles, glass, metals and furniture that satisfy utilitarian and esthetic needs and produce a sense of personal well-being.

The Department of Landscape Architecture attends to the larger realm of regional landscape planning, such as national parks, extensive freeway development, and general urban forms as well as particular site planning and development. Accordingly, it offers regional, urban, and project emphases at the Baccalaureate and Master's levels.

The City and Regional Planning Department offers a professional Master's degree with four emphases: (1) urban physical planning, which concentrates on preparing a general plan for a city or metropolitan area and their sub-areas; (2) housing, renewal and development, which focuses on housing problems and the policies and action programs for dealing with them; (3) planning and programming for urban systems, which encompasses many of the components of the first two (as elements of a complex system), and gives special attention to formal theories and methods in the behavioral sciences; (4) urban design aimed at preparing students for decision-making roles in city planning operations, and developing special competence in the field of large scale environmental design.

The Institute of Urban and Regional Development was established in 1963 to focus research attention on the problems of city, metropolitan, and larger regional development. It provides means for research support for faculty and students in all departments of the College. Its operating elements include the Center for Real Estate and Urban Economics which dates from 1950, and the Center for Planning and Development Research created in 1962. The latter Center appears to be the more general agency for supporting research interests of the College, though support is also given to faculty and students from other departments in the University. It also acts as a service agency to government and private organizations in creating new techniques for solving development problems.

The College of Human Development at The Pennsylvania State University

Established in January 1967 after a multi-year investigation concerning how Penn State should organize itself to study and educate people to cope with the period from 1980 onward, this College was conceived as a first step toward reorganizing the University's programs in many human service fields under a management scheme that would provide for the fullest possible integration of resources and for continuity of effort. At its inception, the College took over the real estate formerly occupied by the College of Home Economics-concurrently undergoing major reorganization-along with some departments of that College which had not been shifted elsewhere. At the same time, two human service programs, the Center for Law Enforcement and Corrections and the Department of Nursing, that previously had been in other colleges were brought under the new College's management.

Under the general objective of providing education, service, and research programs to enable professional people to cope with the complex problems of a complex society, the College has developed in an organizational pattern deriving from broadly conceived problem areas and necessarily resulting in multidisciplinary faculties. The faculty, is basically organized into four broad divisions, the term department being eschewed in further congruence with the desire to reduce disciplinary boundaries.

In each of the four divisions, there is a strong commitment to combining on-campus experience with "outer world" experience via internships, participation in field research and demonstration projects, and volunteer services arranged through an all-campus volunteer service center located in the College.

1. The Division of Biological Health, headed by a political scientist, houses an undergraduate major bearing the divisional name, and offers emphases in health planning and administration, and in nutrition science. The Division also offers the BS degree in Nursing. The faculty of the Division is of varied academic parentage: nursing, psychology, public health administration, radiation biology, pediatric medicine. A PhD in nutrition science is offered and a Master's in community nutrition.
2. The Division of Community Development orients itself toward the articulation of human services within communities and educates people to serve as community organizers and administrators of a variety of services. The major bearing the division's name especially focuses on this problem, and the major in Law Enforcement and Corrections develops specialists in juvenile probation, law enforcement administration, and correctional methods. Both majors demand significant amounts of field internship in community organizations and public agencies.
3. The Man-Environment Relations Division addresses a broad spectrum of problems and processes implicit in its title. It primarily aims to develop and teach an understanding of the behavioral criteria for conceptualizing, designing, and managing the physical environment. Undergraduate majors are offered in housing and design, in studies of consumer uses of environmental artifacts, and in the administration of food services and housing complexes. A PhD is offered in Man-Environment Relations.

4. The Division of Individual and Family Studies affords a major focus on behavioral growth and development over the life span, with special emphasis on the family as the primary socializing groups and the role of various public and private institutions in fostering that process. A Center for Individual and Family Counseling provides a research facility and a counseling and socio-psychological service for community families.

An Institute for the Study of Human Development serves as a catalyst and supporter of research involving students and faculty from all divisions and other university departments. It does not seek to build a large permanent staff of its own. The Pennsylvania Field Research Laboratory provides a focal point for social indicators through research on evaluation methods and social policy, serves as a consulting service and provides an office for survey data collection and management for the University as a whole.

Exemplifying the determination to maintain a problem-solving rather than a disciplinary organization, the principal new graduate degree program, Human Systems Planning-currently undergoing review-will provide training in programming, planning, management and research methods in the fields of Man-Environmental Relations, Health Systems Planning and Administration, and Community and Social Planning. The three major emphases, offered in the three related divisions, will be supplemented by instruction in each of the other two and by strong training in a common set of research and analytic skills and professional orientations, drawn from a variety of departments within the University. A single degree, Human Systems Planning, will be available at the Master's and Doctor's levels.

The College of Human Development has a faculty of about 135 and a student body of about 1,800. There were 459 degrees awarded in 1969-70 school year.

The College of Human Ecology at Cornell University

This College, in the tradition of a land-grant institution,

focuses on the individual and his reciprocal relationships with other men and technology in the settings most critical for human development: the family, home, and community. Its basic mission is to improve the quality of human life. The subject matter of the College is both common-place and of great social concern, for the ways in which men live, eat, spend their money and raise their children determine not only individual and family well-being, but the welfare and stability of society as well. Given these relationships, education and research within the College are directed toward the socio-economic-political context as well as toward the micro-units of human life.

The College's faculty numbers about 110 and represents a considerable variety of academic backgrounds. Five departments provide the academic foundation of the College.

1. In the Department of Consumer Economics and Public Policy, the central concern is the economic position of the consumer in society. Programs emphasize family spending for material goods and services, such as food, clothing, housing, and the effect of social and economic policies on consumer behavior and human welfare at all levels of society. Degrees offered are BS, MS, and PhD.
2. The Department of Design and Environmental Analysis integrates knowledge from the social and physical sciences and the arts toward improving man's functional relationship with his immediate physical environment. Bachelor's and Master's degrees are offered that prepare for careers in design, interior space planning, consumer product design, and textiles and consumer equipment analysis.
3. The Department of Human Development and Family Studies focuses on social, intellectual, and psychological development from infancy through adolescence and adulthood and into old age. Of special concern are family structures and relationships and the interaction of the family with broader social environments. Undergraduate students prepare for nursery school teaching and work with handicapped people, among other careers; graduate students select program emphases in intellectual development, child and family psychopathology, and social development, through the doctoral level.
4. The Department of Human Nutrition and Food seeks to improve knowledge of relationships among food, nutrition and health and the use of this knowledge by individuals and families, and within institutional settings. Careers in community nutrition, experimental foods, the promotion of foods in industry, and dietetic internships are open to those who complete baccalaureate programs. At the Master's and Doctor's levels, students can specialize in human nutrition and food science, with a Master's level option available in institutional dietetics.
5. Community Service Education is the name of a department designed to prepare people for community service in several roles: teachers of health, home economics and consumer education; directors of adult and continuing education programs; professionals in a variety of public and private agencies concerned with social services, health services and extension education. Programs may be designed to lead to BS, MAT, MS, EdE, and PhD degrees.

Programmatically, BA degree requirements are 125 hours-nearly equally divided among basic courses in the humanities and sciences, courses within the College relating to one's major interest, and electives within other elements of the University. Special courses and honors programs are also offered.

The Transportation Center at Northwestern University

This Center is included in the discussion primarily because it represents a departure from the typical interdepartmental institute arrangement in offering a degree of its own. The Center is designed primarily as a research, teaching and consultation unit to help improve the transportation industry; thus it does not reflect the range of social needs that are represented in the other schools discussed in this section. It was established in 1954 and offers a degree, MS. in Transportation, that is not dominated by the requirements of a single department-a feature which sets it apart from degree programs offered by other interdepartmental institutes represented in this study.

Its degree is supported in part by seminars offered within the Center and nowhere else; without participation in those seminars, the degree is not granted. Special interests of students in various aspects of transportation systems may be developed through appropriate selection of courses in various departments outside the Center; but the special emphasis on transportation systems and their operation is provided by the seminars offered under the aegis of the Center and not in an academic department.

This mode of degree development appears to be rather unusual and possibly reflects a significant innovation in the kinds of academic units that traditionally control degree programs.

The Institute for Human Services at Boston College

This Institute was established in September 1964. Designed to focus on human and social problems associated with urbanization, technological change, and related aspects of contemporary society, its central purpose is to experiment in and develop programs of research, demonstration, and training in the processes and problems of the urban environment.

The Institute is organized as a permanent autonomous unit of Boston College with its own full-time faculty holding academic appointments and tenure in the Institute. It has its own budget as a part of the overall College budget, and its Director is responsible directly to the Academic Vice President.

The Institute staff consists, in addition to the director, of about 12 faculty members and a senior research staff of small number. Typically, a member of the faculty is appointed both to the Institute and a department appropriate to his and the department's interests, but with a clear majority of his time and commitment to the Institute; the normal obligation to the department is to teach one course each year. Members of the Senior Research Staff are full time at the Institute and do not hold joint appointments in the departments; otherwise, their perquisites and obligations are like those of faculty members. Many junior research associates and research assistants work under supervision and are principally paid on income from grants and contracts.

Work underway ranges from faculty research projects, program level activities and Institute-based projects, to integrated team projects involving the Institute staff members, other College faculty members, and researchers at other institutions.

Academic courses are offered within the Institute and carry catalog numbers designating them as Institute courses. They are open to students throughout the College and carry credit toward degree programs that are administered by the departments. The Institute does not offer a degree of its own.

The Collegiate System at the State University of New York at Buffalo

The Collegiate System is not an administrative organization in the same sense as that represented in the units just described, nor does it manage curricula and degree programs clearly directed toward specified social needs. It, however, deserves mention as a significant innovation in university structure and process because it responds on a whole to a strongly expressed need for personalization in institutions of higher education; moreover, certain elements of the System will probably emerge soon as clearly related to particular societal problems.

Evolving over a period of several years, the Collegiate System now consists of a set of small living/learning units (e.g., a Master, 29 part-time faculty Fellows, 45 students) named Colleges A, B, D, E, F, and Communication, and a set of special workshops which may become colleges. It is planned that these will evolve further into units of 400 to 1,000 students-both resident and commuter-who are seeking close involvement with other students and faculty members whose role may be one of student, subject expert, setter of standards, or critic.

The common characteristic of all the colleges is that they are undertaking programs which departments alone have not been able to sustain. Even units with clear disciplinary affiliations (such as Historical and Mathematical Studies, for example) are characterized by their ability to bring together students and faculty members from a wide variety of fields, and thereby lend a highly distinctive but nonetheless generalized flavor to their program. Here too, a difference in "standards" plays an important role: A faculty member is a member of a department on account of proven expertise which he is expected to maintain and even to defend. There is no such requirement in the colleges: They are the only units on campus with which faculty members can affiliate openly and normally not as "experts" but as "students" in the truest sense of the term. Already now the colleges are giving a sense of belonging to many students and faculty members, a sense of being part of an enterprise which is stupendously visible and alight.

College E, provisionally called Cassirer College, is built around the concept of man as a symbol-using animal. Through symbols-the arts, poetry, music, mathematics, science, and religion-man can construct the past, project the future, and make structures for present use. College E will address itself to three areas with departmental disciplines: panoptic linguistic studies; the history, esthetics, and production of visual images; and the study of visions and utopias.

College D's focus is scholarly and scientific, and it will develop cross-disciplinary course offerings such as "technological ethics" and "national science policy." A primary function will be to broaden the students', and especially the science students', horizons.

Administratively, the Collegiate System is headed by a director appointed by the president with the advice and consent of the assembly, which is derived from the University's faculties, student body and various administrative offices. The director reports to the Vice President for Academic Development.

As a budgetary element of the University, the System is "funded in proportion to the contribution of the collegiate units to the University's educational goals."

The Division of General and Interdisciplinary Studies at the University of Washington

Although it is neither a fully autonomous unit, such as Penn State's College of Human Development, nor as far reaching in its implications for full university reorganization as the Collegiate System at the State University of New York at Buffalo, this new Division of the College of Arts and Sciences deserves attention as an example of innovation within a major component of a major university. Established in the summer of 1969, the Division has introduced courses, independent study, and off-campus projects carrying academic credit, that involve students in a large variety of problems and subject areas that usually are addressed only in part by the usual set of arts and science disciplines. Environmental problems, education of the retarded, ethnic studies, state politics, and community building are some of the areas of study.

The Division administers an undergraduate degree program, which permits a student to declare an "individual major" which he then works out for himself in conjunction with interested faculty members and the Director of the Division; at this writing there are about 80 students enrolled for this major and the figure is rising. Other cross-disciplinary degrees are administered by the Division in social welfare and in Latin American studies. No graduate degrees are offered. The Division is semi-autonomous within the College of Arts and Sciences, yet maintains direct ties with the University administration and close association with other colleges and schools. Financial support is provided by the Arts and Sciences College, including released faculty time from the departments. Full-time equivalent manpower comes to about six.

CONCLUSIONS AND SUGGESTIONS

In reviewing the findings of this quite limited study, it is impressive to note the great variety of ways in which university people have combined talents to apply to contemporary problems, and at the same time to see that basic institutional forms change very little.

The fact that the interdepartmental institute or center seems to be the predominant mode of organizational response may mean that it is the best available compromise between opportunities and demands for innovation, on one hand, and the need to maintain disciplinary units, identities and vested interests, on the other. The interdepartmental institute lends itself to great variety and flexibility while preserving essential securities and traditions. One alleged disadvantage of this form of organization is the transitoriness of the organization. Existing, as do most of them, on temporary sources of funds, temporary commitment may be expected. The division of interest and obligation on the part of the faculty participant is a related disadvantage; so long as he pursues part-time work in the institute while maintaining his major career identity with his home discipline and professional colleagues, it is reasonable to expect less than even a proportional commitment to an interdepartmental arrangement. Whether such expectations are well founded could be the subject of a more intensive study.

Because Western civilization, especially the American variant, is basically competitive in its economic and political orientations, it is not surprising that organizational forms with established ways of doing things should encounter strong defensive reactions from already established modes. This we have seen in abundance, even in the development of that masterful compromise, the interdepartmental institute.

The establishment of a new institute evokes territorial defensiveness for members of kindred academic units. The experience reflected in the data of this study is replete with stresses and strains of change and reaction. Here again is an opportunity for further analysis. So many of the experiences are intensely personal, however, that it is doubtful that just another more extensive questionnaire survey would uncover all the basic issues. It would be better if a respected person wise in the ways of higher education were to spend several hours with leaders and staff members in each of a selected group of organizations and, for each such organization, to spend comparable time in a number of other campus settings. Then, one would be able to verify or correct some of the findings reported here, and, more important, to discover better ways of coping with the internal problems of institutional change. And perhaps, it is not too much to hope that another idea for an "innovative organization to meet social needs" might be formed.

Despite all the associated in-fighting (which, after all, provides a kind of intellectual challenge, promotes esprit, and is no more characteristic of universities than of other kinds of complex organizations), one cannot help but be impressed with the ingenuity involved with bringing academic resources to bear on major social problems. The existence of a panoply of institutes, centers, colleges, programs, and schools with their varied arrangements for full-time, part-time, permanent and temporary appointments from a wide range of talent cannot help but offer hope that the complex modern institution of higher learning can take major steps to solve modern social problems.

There seems reason to believe, however, that the most typical form-again, the interdepartmental institute-is indicative of a certain administrative opportunism which responds as much to the governmental budgeting process as it does to a set of well considered analyses of social problems and their implications for policy and program. Once an organization is established and operating, it tends to take on a life of its own, in spite of the tentative nature of its financial base, and therefore to motivate its leaders and staff members to attempt to sustain it through dollar hunts in places often unrelated to initial purposes. Each of us can probably name an institute or two whose program bears only a fleeting resemblance to its name and founding purposes. Whether this state of affairs is, on balance, good or bad is hard to say, but I venture the opinion that it tends to fragment programs, divert a university's academic resources away from program objectives of the departments and other more permanent units which presumably carry the dominant characteristics of the institution, and worst of all, detract from the main educational purposes the university exists to serve.

The permanent interdisciplinary academic organization, exemplified by Penn State's College of Human Development and others described in the preceding section, offers an opportunity for the university to combine many of the advantages of the usual interdepartmental institute with the advantages afforded by a continuing academic management and career development system. This form of innovative organization, though not limited to education at the postgraduate level, should be studied as experience as it accumulates. Investigators should examine the degree to which it indeed fosters new approaches to problems, stimulates interdisciplinary research, provides a setting in which people from varied backgrounds can teach and learn from one another, or promotes through graduate programs the evolution of new disciplines.

Virtually all of the organizational units contributing information to this study represent a combination of previously existing elements of the parent university or a direct outgrowth of one element, rather than a completely new structure. The data, however, do not support conclusions about the relative desirability of this common mode of development or of starting a new unit from zero. The reported experience with territorial behavior suggests that to start an entirely new organization would provoke even more internal conflict over resource allocation and power distribution. Alternative uses of resources is always a proper topic for examination, and a review of the experiences reported by the correspondents supports the notion that internal change might be generally easier to effect. The relatively slow accretion of units and functions, modest infusion of institutional dollars, and a carefully developed set of plans will enable existing interests to share in the benefits of the new development. To start a new college within an institution of higher learning would best be done with resources whose alternate uses are not open for consideration--as in the case of a special gift to be used for an explicitly stated purpose and under clearly stated conditions. The Wallace School at Oregon was a partial beneficiary of such a gift. A careful study of experiences with alternative ways of initiating and sustaining institutional change would seem a worthy subject for a set of dissertations--sponsored, of course, by an interdepartmental institute for the study of higher education.

Just what are the prospects for the emergence from these interdepartmental and interdisciplinary combinations of something that can be identified at first as an "interdiscipline" and later as a "new discipline"? There is nothing particularly divine in the plan for departments in universities. Indeed, a look at the history of science shows the evolution of new disciplines from older ones: psychology from the interplay of physics, philosophy, and biology; biophysics and biochemistry from their etymological root disciplines; and, more recently, operations research from statistics, various mathematical fields, and applied behavioral sciences. There is no reason to believe that this sort of development has come to a close. Indeed, with the proliferation of arrangements especially designed to bring a variety of contemporary disciplines together in the study of a problem of common interest to their practitioners, there is every reason to expect new syntheses to come about. This should be especially probable when the proprietors of special knowledge make a concerted and continuing effort to effect translations of terms and concepts from their specialties into simultaneous and common--not parallel and concurrent--research and teaching operations. Perhaps one institutional precursor of such developments is the occasional plea that an interdepartmental institute be permitted to offer its own degree through its own program. The Transportation Center described earlier is one example of a degree-awarding program. Lacking the data from which effectively to speculate further, I suggest that we have an additional opportunity here for intrauniversity research in the evolution of ideas and their sustaining social structures. In this case, the field of proprietorship would be the sociology of knowledge, the history of science, or the psychology of concept formation or even some new discipline emergent from these!

Appendix A. Universities from the National Association of
State Universities and Land-Grant Colleges

Auburn University
Auburn, Alabama

Arizona State University
Tempe, Arizona

University of Arkansas
Fayetteville, Arkansas

University of California at Davis
Davis, California

University of Colorado
Boulder, Colorado

Delaware State College
Dover, Delaware

Florida Agricultural and Mechanical
University
Tallahassee, Florida

Fort Valley State College
Fort Valley, Georgia

University of Hawaii
Honolulu, Hawaii

University of Illinois
Urbana, Illinois

Iowa State University
Ames, Iowa

University of Kansas
Lawrence, Kansas

Louisiana State University
Baton Rouge, Louisiana

University of Maine
Orono, Maine

Massachusetts Institute of
Technology
Cambridge, Massachusetts

University of Michigan
Ann Arbor, Michigan

Alcorn Agricultural & Mechanical College
Lorman, Mississippi

Lincoln University
Jefferson City, Missouri

University of Montana
Missoula, Montana

University of Nevada at Reno
Reno, Nevada

New Mexico State University
University Park, New Mexico

City University of New York
New York, New York

State University of New York at Buffalo
Buffalo, New York

North Carolina Agricultural & Technical
State University
Greensboro, North Carolina

University of North Carolina at Chapel
Hill
Chapel Hill, North Carolina

Kent State University
Kent, Ohio

Ohio University
Athens, Ohio

University of Oklahoma
Norman, Oklahoma

University of Oregon
Eugene, Oregon

University of Rhode Island
Kingston, Rhode Island

University of South Carolina
Columbia, South Carolina

Tennessee A & I State University
Nashville, Tennessee

Texas A & M University System
College Station, Texas

University of Houston
Houston, Texas

Utah State University
Logan, Utah

University of Virginia
Charlottesville, Virginia

University of Washington
Seattle, Washington

University of Wisconsin
Madison, Wisconsin

Additional Universities

Boston University
Boston, Massachusetts

Brown University
Providence, Rhode Island

University of Southern California
Los Angeles, California

Case Western Reserve
Cleveland, Ohio

University of Chicago
Chicago, Illinois

University of Cincinnati
Cincinnati, Ohio

Columbia University
New York, New York

Duke University
Durham, North Carolina

Emory University
Atlanta, Georgia

George Washington University
Washington, D. C.

Harvard University
Cambridge, Massachusetts

Massachusetts Institute of Technology
Cambridge, Massachusetts

Northwestern University
Evanston, Illinois

New York University
New York, New York

University of Pennsylvania
Philadelphia, Pennsylvania

University of Pittsburgh
Pittsburgh, Pennsylvania

Princeton University
Princeton, New Jersey

University of Rochester
Rochester, New York

Tulane University of Louisiana
New Orleans, Louisiana

Yale University
New Haven, Connecticut

Appendix B. Units Represented in the Survey

Center for Urban and Regional Planning
Auburn University
Auburn, Alabama

Center for Community Development
University of California Extension
Davis, California

Center on Administration of Criminal
Justice
University of California
Davis, California

College of Environmental Design
University of California
Berkeley, California

Institute of Ecology
University of California
Davis, California

Project Professional and Occupational
Broadening Experience
University of California
Davis, California

Institute of Social Science
Yale University
New Haven, Connecticut

The Center for Research in
Social Change
Emory University
Atlanta, Georgia

The Experimental College in the
Humanities
University of Hawaii
Honolulu, Hawaii

Center for Urban Affairs
Northwestern University
Evanston, Illinois

Council for Environmental Studies
Northwestern University
Evanston, Illinois

The Transportation Center
Northwestern University
Evanston, Illinois

The Center for Studies in Criminal
Justice
The University of Chicago
Chicago, Illinois

School of Architecture and Urban
Design
The University of Kansas
Lawrence, Kansas

Institute for the Environmental
Sciences
Louisiana State University
Baton Rouge, Louisiana

Department of Industrial Cooperation
University of Maine
Orono, Maine

The Maine Council on Economic Education
University of Maine
Orono, Maine

Maine Water Resources Center
University of Maine
Bangor, Maine

Institute of Human Sciences
Boston College
Chestnut Hill, Massachusetts

Laboratory of Human Reproduction and
Reproductive Biology
Harvard Medical School
Boston, Massachusetts

Joint Center for Urban Studies of the
Massachusetts Institute of Technology
and Harvard University
Harvard University
Cambridge, Massachusetts

Program on Technology and Society
Harvard University
Cambridge, Massachusetts

The Center for Research on Conflict
Resolution
The University of Michigan
Ann Arbor, Michigan

Office of Student Community
Relations
The University of Michigan
Ann Arbor, Michigan

Institute for Social Science Research
University of Montana
Missoula, Montana

Steering Committee on Environmental
Studies
University of Montana
Missoula, Montana

New York State College of Human
Ecology
Cornell University
Ithaca, New York

The Collegiate System
The State University of New York
at Buffalo
Buffalo, New York

Institute for Research in Social
Science
University of North Carolina
Chapel Hill, North Carolina

Community Psychology Institute
University of Cincinnati
Cincinnati, Ohio

Bureau of Governmental Research and
Service
School of Community Service and Public
Affairs
University of Oregon
Eugene, Oregon

Institute for Comparative Experimental
Research on Behavioral Systems
University of Oregon
Eugene, Oregon

The Lila Acheson Wallace School of
Community Service and Public Affairs
University of Oregon
Eugene, Oregon

The College of Human Development
The Pennsylvania State University
University Park, Pennsylvania

Learning Research and Development Center
University of Pittsburgh
Pittsburgh, Pennsylvania

Office of Urban and Community Services
University of Pittsburgh
Pittsburgh, Pennsylvania

South Carolina School Desegregation
Consulting Center
University of South Carolina
Columbia, South Carolina

Office of Continuing Education Extension
and Field Services
Tennessee State University
Nashville, Tennessee

Bureau of Community Development
University of Washington
Seattle, Washington

Division of General and Interdisciplinary
Studies
University of Washington
Seattle, Washington

College of Human Resources and Education
West Virginia University
Morgantown, West Virginia

Center for Consumer Affairs
The University of Wisconsin
Milwaukee, Wisconsin

Division of Human Resource Development
The University of Wisconsin
Madison, Wisconsin

Institute for Research on Poverty
The University of Wisconsin
Madison, Wisconsin

Institute of World Affairs
The University of Wisconsin
Milwaukee, Wisconsin

Appendix C: Correspondence with Eastern Montana State University

THE PENNSYLVANIA STATE UNIVERSITY

COLLEGE OF HUMAN DEVELOPMENT
UNIVERSITY PARK, PENNSYLVANIA 16802

Office of the Dean
101 Human Development Building

Area Code 814
865-1424

Dr. Elmer Mayberson
President
Eastern Montana State
University
Exburg, Montana

Dear President Mayberson:

There is a growing number of organizations within colleges and universities that have been set up to give attention to complex social problems. The number and nature of these organizations are not known precisely.

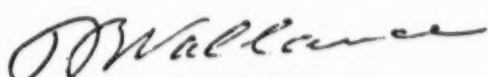
In the interest of obtaining a better understanding of how such arrangements came about, how they are managed and with what successes and difficulties, the Educational Resources Information Center's Clearinghouse on Higher Education has asked me to collect and summarize experiences that colleges and universities have had with innovative institutional organizations for meeting social needs--that is, for meeting specifiable social problems that clearly stand in the way of attaining a higher quality of human life. Hopefully, such an analysis and summary will enable us all to profit from our successes and mistakes and so be able to do this kind of thing better.

Therefore, would you be so kind as to send me the names and addresses of the heads of such organizations within your institution so that I may establish correspondence with them? Any brochures that you care to include with your reply will be much appreciated.

I am intentionally refraining from trying to specify the criteria for identifying such organizations, preferring to leave their selection to you. Let me simply add that we will be interested in organizations whose purposes are research, instruction, continuing education or other forms of public service, or a mixture of these functions; and in organizations having the form of interdepartmental institutes or of separate colleges or divisions. Of particular interest will be organizational forms and programs that are new or unusual.

Thank you very much for your assistance.

Sincerely yours,



Theodore R. Vallance
Associate Dean for Research
and Graduate Study

TRV:ms

THE PENNSYLVANIA STATE UNIVERSITY

COLLEGE OF HUMAN DEVELOPMENT
UNIVERSITY PARK, PENNSYLVANIA 16802

Office of the Dean
101 Human Development Building

Area Code 814
865-1424

Dr. Millard Schultz, Director
Institute for Studies of the
Environment
Eastern Montana State University
Exburg, Montana

Dear Dr. Schultz:

Not long ago I addressed a short letter to President Mayberson of your university asking for the names of people heading units that he considered to represent innovative organizations and programs for meeting social needs. I explained that I am preparing an analysis and summary of experiences with such organizations for the Clearinghouse on Higher Education, a branch of the Educational Resources Information Center. Hopefully this report will enable us all to profit from our successes and mistakes and so enable us to do this kind of thing better.

I should explain further that this project is directed toward producing a description of organizational forms, programs and problems of operation; it will not be a complete inventory or catalog. I do hope, however, to show how such new organizations within universities have come about, something of their birth pangs and growing pains that, when put together, will be useful to people concerned with making universities responsive to social needs.

Having received your name in reply, I am now writing to ask for some information about your organization. In return I'll see that you receive a copy of the report when it becomes available, probably in the late fall of this year.

First, and simplest, I'd appreciate receiving any printed material--catalogs, brochures and the like--that describe your organization and program and how it works.

Second, I'd like very much to receive a letter from you that would respond to as many of the following questions as you care to answer, especially if they are not covered in the printed materials. And, please be assured that I shall respect such candor as you may use and will reflect it only in summary form.

When was your unit established?

What do you see as the main social problems to which your unit now addresses itself?

What do you consider to be your main innovations--either of your organization, program content, or style of operation?

What are the main sources of your financial support--e.g., from the university, outside grants, contracts, etc. (Rough percentages would be helpful here).

What is your approximate manpower--in full time faculty-equivalents?

What is the approximate distribution of your effort among these three general classes of work: research, resident instruction, and continuing education (extension or public service)?

What do you see as your main ways of helping to solve social problems---for example, turning out trained professional problem-solvers, publishing documents useful to others, educating the public, upgrading the skills of people already at work, etc?

What intra-university problems have you encountered in getting your unit into operation? (I am thinking of territorial concerns of other units, bureaucratic caution, skepticism, or other forms of less than ideal cooperation.)

How have such problems been dealt with?

If yours is an interdisciplinary program, have you found any difficulties in attracting faculty members to it?

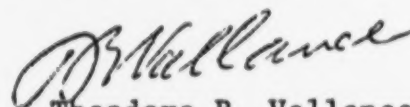
Can work in your program lead to a degree? What degree(s)?

What pitfalls or possible errors would you caution others to avoid in setting up a unit such as yours?

I hope that you will enjoy answering these questions, Dr. Schultz, and that I may have the benefit of your assistance at an early date.

Thank you most kindly for your cooperation.

Sincerely yours,



Theodore R. Vallance
Associate Dean for Research
and Graduate Study

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